|  |  |  |  |  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
| **Halifax County Schools Elementary School Lesson Plan** | | | | | | | | | | | | |
| Subject: ELA | **Teacher:** | | | **Grade Level: Second Grade** | | | | | | | **Date(s):**  **September 19 – September 23** | |
| **Curriculum Area:**  Reading and Writing | Reading 3D assessments run Sept. 3 to Sept. 21  Teachers will modify lessons as needed.  NWEA MAP testing begins.  (September 14 – October 2)  Testing schedule determined by individual schools. | | | **I Can Statements /Learning Targets**  I can answer questions to show I understand important details in a story.  I can ask questions to show I understand important details in a story.  I can participate in discussions with my teachers and classmates.  I can write about an event in my life. | | | | | | |  | |
| **Content :**  Common Core Standards & Essential Standards | **RL 2.1** – Ask and answer, such questions as who, what, where, when, why, and how to demonstrate understanding of key details in a text.  **RL 2.7 –** Use information gained from illustrations and words in a print or digital text to demonstrate understanding of its characters, setting, or plot  **RI 2.1 –** Ask and answer such questions as who, what, where, when, why, and how to demonstrate understanding of key details in a text.  **RI 2.7 -** Explain how specific images (e.g., a diagram showing how a machine works) contribute to and clarify a text Integrate this into science and social studies units  **RF2.3 –** Know and apply grade-level phonics and word analysis in decoding words. Distinguish long and short vowels when reading regularly spelled one-syllable words. ( long vowels)  **RF 2.4a –** Read with sufficient accuracy and fluency to support comprehension. Read on-level text with purpose and understanding.  **RF 2.4** b – Read on-level text orally with accuracy, appropriate rate,, expression on successive readings.  **W 2.3 -** Write narratives in which they recount a well-elaborated event or short sequence of events, include details to describe actions, thoughts, and feelings, use temporal words to signal event order, and provide a sense of closure.  **SL 2.1 A, B, C-** Participate in collaborative conversations with diverse partners about grade 2 topics and texts with peers and adults in small and larger groups.  **A.** Follow agreed-upon rules for discussions  **B.** Build on others’ talk in conversations by linking their comments to the remarks of others  **C.** Ask for clarification and further explanation as needed about the topics and texts under discussion  **SL 2.2 –** Recount or describe key ideas of details from a text read aloud or information presented orally or through other media  **SL 2.6 -** Produce complete sentences when appropriate to task and situation in order to provide requested detail or clarification.  **L2.1a** –Create readable documents with legible print.  **L 2.2a -** Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing. Capitalize holidays, product names, and geographical names.  **L 2.3 -** Use knowledge of language and its conventions when writing, speaking, reading, or listening. Compare formal and informal uses of English. | | | | | | | | | | | |
| Essential Question(s): (What question(s) should students be able to answer at the end of the lesson/unit?) | Why is it important to ask ourselves questions and seek the answers in the text while reading? | | | | **Higher Order Thinking/Revised Blooms:** (Questions that will enable students to find connections or extend learning.) | | | | **Technology Standard**  **2.SE.1.1** Use technology hardware and software responsibly**.**  **2.SE.1.2** Explain why safe use of electronic resources is important.  **2.SE.1** Understand issues related to the safe, ethical, and responsible use of information and technology resources. | | | |
| **Materials:** | Fiction text with animals as main characters Nonfiction text with animal content Graphic organizer for Questions Sticky Notes  Assessment for the end of the week (suggestion: SchoolNet) | | | | | | | | | | | |
| **Vocabulary:**  Academic/Content | Question answer text selection passage paragraph illustrations events details fluently expression independent  Informational text Images diagrams charts, graphs narrative writing  Collaboration conversation discussion comments | | | | | | | | | | | |
| **Daily Five Activities for the Week** | **Read to Self**  Students read good fit books. Teachers may want to require a product from the reading such as a summary, describe a character, etc.  -Classes with technology may be able to use IPads, laptops, etc. during this time for additional literature | | **Read To Someone** | | | | **Listen to Reading** | **Word Work**  Continue with Longvowels <http://www.fcrr.org/curriculum>  <http://www.fcrr.org/studentactivities/v_009b.pdf>  <http://files.havefunteaching.com/activities/language-arts/long-vowels-activity-1.pdf> | | | | **Work on Writing**  Align writing to classroom instruction |
| **Monday**  **Subject Integration:** | **Whole Group**  Pair up fiction and nonfiction texts this week. Begin with a fiction text and work into a nonfiction text. If you do not have a class set or books to share, use a read aloud approach.  ***Reading literature***  -Suggested text/author – books by James Marshall such as the George and Martha or Fox books.  -Have students make predictions based on the cover. It may not be accurate, but that truly happens with predictions and literature.  -Review right there and inferencing questions.  -Read the first chapter of the text and model questions as the text is read. Have students create questions independently.  -Oral questions to class to check for understanding of information covered and the independent assignment. | | | | | **Small Group**  -Share/model any new expectations or work station assignments.  -Teacher monitors rotations as needed.  -Students rotate to word work or read to self for second rotation  -Teacher pulls students for assessments during this time as needed | | | | **Independent Work**  Students complete a graphic organizer to create and answer questions based on the first chapter. | | |
| **Tuesday**  **Subject Integration:** | **Whole Group**  ***Reading literature***  .Continue with how to ask and answer questions. Review lesson from Monday.  -Go to the next chapter or next session of the book. Read the next chapter of section of the book and model a question or two. Have students create questions independently.  Have students share questions with the class to check for understanding. | | | | | **Small Group**  Share/model any new expectations or work station assignments.  -Teacher monitors rotations as needed.  -Students rotate to word work or read to self for second rotation  -Teacher pulls students for assessments during this time as needed | | | | **Independent Work**  Students complete a graphic organizer to create and answer questions based on the next chapter or section of the book. | | |
| **Wednesday**  **Subject Integration:** | **Whole Group**  ***Reading Informational Text***  -Use a nonfiction text dealing with animals. Choose a book from your school (Reading A-Z, basal, etc.) or a passage from readworks.org. <http://www.readworks.org/sites/default/files/passages/Awesome%20Animal%20Homes%20Passage.pdf>  - Use sticky notes in a book or write on the text to model a close read. Tag your question areas (Who, What, When, Where, Why, How). Use the Smartboard or Document camera to model and have students repeat the same on their texts. | | | | | **Small Group**  Share/model any new expectations or work station assignments.  -Teacher monitors rotations as needed.  -Students rotate to word work or read to self for second rotation  -Teacher pulls students for assessments during this time as needed | | | | **Independent Work** | | |
| **Thursday**  **Subject Integration:** | **Whole Group**  ***Reading Informational Text***  Revisit the text/passage from Wednesday.  Review information tagged on Wednesday. If you use a readworks.org passage, move to the questions that go with the passage. If you used a trade book or basal text, create questions for the students to answer to support your text. Model a question or two using evidence from the text to support your answer. Blend in right there and implicit information/questions. | | | | | **Small Group**  Share/model any new expectations or work station assignments.  -Teacher monitors rotations as needed.  -Students rotate to word work or read to self for second rotation  -Teacher pulls students for assessments during this time as needed | | | | **Independent Work** | | |
| **Friday**  **Subject Integration:** | **Whole Group**  .  Assessment should be administered today to check for student understanding. | | | | | **Small Group**  Share/model any new expectations or work station assignments.  -Teacher monitors rotations as needed.  -Students rotate to word work or read to self for second rotation  -Teacher pulls students for assessments during this time as needed | | | | **Independent Work** | | |
| **Reflection-Checking for Understanding**  Students in need of remediation:  Action/Activities: | | **Reflection-Checking for Understanding**  Students on target:  Action/Activities: | | | | | | | | **Reflection-Checking for Understanding**  Students who need enrichment:  Action/Activities**:** | | |